A Service-Learning Curriculum Unit © 2026 Embarc This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0). To view a copy of this license, visit: https://creativecommons.org/licenses/by-nc-sa/4.0/

Foundations of Embarc

12th Grade

PDF OF LESSONS

Embarc

Agenda: Day 1

+ Journal
+ Tangram Challenge
+ Closing

Embarc

Journal

Lets envision what your senior year will look, sound and feel like. What will you being doing? What are you excited about? What are you nervous about?

Tangram Challenge

You will have 10 minutes to solve your tangram puzzle. You will not have any direction on how to accomplish this goal.

Tangram Reflection

+ What approach did your group take to this challenge? What was successful? What was unsuccessful?
+ Did your group have to revise the initial plan? How many times? Why or why not?
+ How did it feel to have a group working with you? What would have been different if you were working independently?
+ What would you do differently if you had more time or another chance at this?
+ How could rearranging these puzzle pieces connect to what senior year may be like? What success and frustrations may be similar?

Closing

What core values do you feel like you demonstrated today (courage, curiosity, leadership, drive, change agency, collaboration)? How do you think these core values will benefit you throughout your senior year?

Agenda: Day 1 + Day 2

+ Journal
+ Fighting Challenges
+ Closing

Embarc

Journal

Take a look at these three quotes:

+ “Courage doesn’t always roar. Sometimes courage is the quiet voice at the end of the day saying ‘I will try again tomorrow.’ - Mary Anne Radmacher
+ “Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”- Michael Jordan
+ “Take the risk to ask for whatever you need and want. If someone says no, you will not lose anything. If someone says yes, you have a lot to gain.”- Abhishek Rtna

What are three words that stick out to you and why (they can all be from just one or two of the quotes)? Which quote resonates with you the most and why? Embarc’s core values are: courage, collaboration, drive, leadership, change agency, and curiosity. What values would you associate with each quote?

Fighting Challenges

Senior year is an exciting time full of big decisions, but some of those big decisions can feel intimidating, confusing, and stressful. **Today we are going to name it to tame it!** We'll discuss some of those things that may be making you nervous and then shift into considering what and who we can 'arm' ourselves with to win a battle against those fears.

Identifying Fears

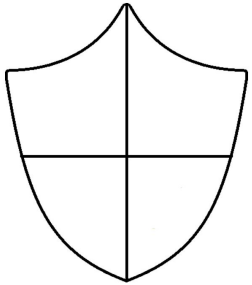
What may challenge and cause you difficulty this year? Label the weapons on your battlefield with those challenges. Consider the weapons you are associating with each challenge. Are some worse than others? Why or why not?

04:00

Core Values

After naming those challenges, let’s think about how to tame them.

Take a look at a list of values. Which four values are true to you? Label each value in your shield. How do you think these values can protect you against your challenges? What strengths can they give you?



04:00

Support System

No battle can be won alone! Who is on your battleground with you? Choose 4 people that will help you fight. Why did you choose these people to be a part of your support system? How can they support you against the challenges you named earlier?

Discussion

+ What similarities are you seeing amongst our battlefield models?
+ Are there any challenges that the class can fight together?
+ Are there any people that could come into the classroom to help support you all throughout the year?
+ Are there any similar and/or complimentary values to leaninto?

Closing

What do you notice about the scale of your model? Do you have more things protecting/helping you or challenging you in this diagram? How does that compare to how you feel about senior year?

Agenda: Day 3

+ Journal
+ Scavenger Hunt Bingo
+ Closing

Embarc

Journal

How comfortable do you feel working with teachers and staff in the building? What has worked well in your relationships? What has been challenging? Do you think you have the power to strengthen/improve those relationships? Why or why not?

Scavenger Hunt Bingo

Students will need to identify the roles that various staff members can play in supporting them throughout their senior year. However, it's not enough to just know who those people are. Where they are in the building is also important, and it's always a great idea to begin building a relationship with those people sooner than later.

Scavenger Hunt Bingo

Step 1

+ Divide students into groups of 3 or 4. Have one student in the class read the directions aloud for everyone.

Step 2

+ Allow groups a few moments to look at the prompts on their BINGO board. Who do they think they know already?

Step 3

+ Groups should think of 3-5 questions to chat about with the people they find. Give them a few moments to brainstorm a list of questions. Encourage them to think of questions that may lead to finding commonalities or discovering new interests or information.

Step 4

+ Students will move around the school to gather signatures and have brief discussion with school staff. The group that creates the most lines on their BINGO board wins.

Scavenger Hunt Bingo Reflection

+ Which staff member is each box referring to?
+ What were some interesting conversations students had with staff members?
+ What surprised them about this activity?

Closing

How did it feel to have a brief discussion after asking each staff member for help during this activity? How could that practice translate into the rest of the year?

Agenda: Day 4

+ Journal
+ Senior Year Time Web
+ Organizational Tools
  Research
+ Closing

Embarc

Journal

How do you organize your school and personal work? Is that organizational system working for you? What are the benefits? What are the limitations?

Senior Year Time Web

“We frequently hear and see timelines, however when working on multiple things at one time, it doesn’t always feel like there is a clear line in sight. Rather, it can feel like a web- multiple tasks/deadlines occurring at the same time, some directly related to one another, some not, but all connected in some way. Today we will create a time web and then think about some ways to organize ourselves to be able to manage the web with the ease of a spider.”

Senior Year Time Web

Step 1: I will share a list of deadlines with you – add the dates to your web, connecting any tasks/deadlines that may appear in more than one month.

Step 2: Next, I'll go through a list of tasks that you will be doing. Connect those items from month to month.

Senior Year Time Web Reflection

+ What are you feeling looking at this timeweb
+ Do you feel prepared to succeed? Why or why not?
+ What would make you feel more successful?

Organizational Tools Research

For each organizational tool, identify its benefits and limitations. Then consider if the tool would help you through your senior year and explore how you would or why you wouldn’t use it. If you have time, take a look at some other tools, talk to peers or your teachers about what works for them, and begin to think about how you can organize your tasks, action items, thoughts, documents, deadlines, etc.

Closing

How does it feel to have tools available to help organize your year? How likely are you to use them? What would help you use them successfully?

Agenda: Day 4

+ Journal
+ Success Analysis Protocol
+ Closing

Embarc

Journal

Write a short description of a success. Describe the specifics of the success. Be sure to answer the question:

“What made this experience so different from others like it that I have had?”

Success Analysis Protocol

Step 1: Identify a success. (3 minutes)

+ You completed this during your journal, but take a few more minutes to add anything to this.

Step 2: Presenter describes the success. (3 minutes)

+ In triads, the first presenter tells the story of their “success,” in as much detail as they can remember. The group takes notes.

Step 3: Group asks clarifying questions. (3 minutes)

+ The rest of the group asks clarifying questions about the details of the “success” in order to fill in any information the group needs to be helpful to the presenter.

Success Analysis Protocol

Step 4: Group reflects on the success story. (3 minutes)

- Group members discuss what they heard the presenter say, and offer additional insights and analysis of the success. The presenter is silent and takes notes.

Step 5: Presenter reflects. (3 minutes)

- The presenter reflects on the group's discussion about what made this so successful. The group then discusses briefly how what they have learned might be applied to all of their work.

Step 6: Protocol begins again for the next group member.

- Repeat steps 2 through 6 for each member of the group. Remember to keep the focus on the underlying principles or processes that made for success.

Closing

What worked well? What misconceptions or confusions emerged? What adaptations to this protocol might improve the process? How might we apply what we learned to other work? How might others use this process to reflect on their work?

© Embarc · Licensed under CC BY-NC-SA 4.0 · creativecommons.org/licenses/by-nc-sa/4.0